

Lord Deramore's Primary School



Curriculum Audit – May 2024

I. Is the Lord Deramore's curriculum well-defined?

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
<p>1.1 Are the knowledge, skills and understanding you want pupils to gain clearly laid out in your curriculum map and/or long-term plan:</p> <ul style="list-style-type: none"> • For each subject? • For each year group or phase? 	Yes	<p>Long Term Plans are in place for all phases, year groups and curriculum subjects. These plans cover the full statutory content of the EYFS Framework and the National Curriculum.</p> <p>Curriculum content is centered around thematic or topic based content where possible alongside core key concepts which thread throughout our children's seven year curriculum journey. This has been done in order to provide greater opportunities for children to interconnect and deepen their learning.</p> <p>Topics are often history/geography focused, owing to the large amount of substantive knowledge outlined in the NC for these subject areas.</p> <p>Long Term Plans are based on a 2 or 3 year cycle, with topics and some foundation subjects being delivered collectively within each of the school's distinct phases (Phase 1: EY/Y1, Phase 2: Y2/3, Phase 3: Y4-6). End of phase expectations are identified within progression maps. Many curriculum areas or units are taught in discrete year group planning.</p>
<p>1.2 Are the knowledge, skills and understanding you want pupils to gain clearly laid out in your curriculum map and/or medium-term plan:</p> <ul style="list-style-type: none"> • For each year group • For each subject? 	Yes	<p>Medium Term Planning is in place across all phases. A new Medium Term Plan format was finalised in 2022/23. Phase teams work together to plan each term's curriculum content. Phase teams work together where possible to collectively plan phase aspects of the long term plans. MTPs identify key learning objectives (from ELG/NC), learning activities and assessment opportunities for each national curriculum area. Other aspects which staff identify include: key questions, key vocabulary, key concepts, reading and writing opportunities, enrichment opportunities, oracy and debating opportunities.</p>
<p>1.3 Where the National Curriculum (or equivalent) doesn't describe in detail 'what' you should teach, so you have flexibility, have you made your choices clear?</p>	Yes	<p>Long and Medium Term Planning identifies a variety of choices made in terms of 'what' should be covered within each topic. This includes:</p> <ul style="list-style-type: none"> • Topics we've chosen to cover the NC content/substantive knowledge • Local area links, including York and Heslington • Novels and texts, writing genres – see fiction and poetry lists • Visits and enrichment (use of local and regional area) – see Enrichment Passport • Diversity and international representation (school demographics) <p>Knowledge Organisers and medium term plans are in place for each topic which goes into further detail about 'what' needs to be learned or understood. Key knowledge questions have been refined since 2022 to narrow down the core/fundamental knowledge needed at the end of each topic.</p>

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
1.4 Are subject-specific skills (or any wider skills, such as oracy) clearly laid out in your curriculum map and/or medium-term plan? (This is particularly critical in some subjects, e.g. art)	Yes	Disciplinary knowledge (and skills) are all mapped out within subject progression documents. Key objectives are outlined in medium term planning. Reading, writing and oracy cross-curricular opportunities are identified within medium term plans. Progression maps have also been created for writing and oracy. Oracy is a core SDP priority for the 2023/24 academic year. Continue to develop oracy, including debating skills, ongoing staff CPD into how this aspect of English curriculum is taught effectively, how to develop skills and how to include a progression of schools across all subjects.
1.5 Is there clarity on skills that apply across every subject, but which have a subject-specific slant? E.g. 'writing as a historian' by developing the sentence structures for pupils to quote evidence and back up their conclusions	Yes	Cross-curricular links are made through a topic and thematic approach. Writing genres are carefully mapped out to the suitability of each term's topic. Guided reading and class novel books are also linked to the topic. Work in the 2023/24 academic year has focused on subject-specific cross-curricular skills – e.g. 'writing as an historian'. Extra work has been done to ensure that disciplinary skills across the foundation subjects are focused on, particularly in history, geography and science. Debating skills have been promoted since 2022 within Medium Term Planning.
1.6 Does each unit of work or topic have a clearly defined 'big concept', or relate to a broader 'big concept' across the year or subject? (E.g. 'texture' in art, 'chronology' in history, 'logic' in computing)	Yes	Each topic identifies the larger concepts and enquiry questions. These are identified on both Long Term Plans and Medium Term Plans.
1.7 Does learning build towards clear end points?	Yes	<p>Yes. Long and medium term plans clearly identify end points. Examples include: Book Art, identified learning activities, end of phase knowledge and skill expectations. Certain subjects have end products/success criteria etc. For example:</p> <ul style="list-style-type: none"> • DT, pupils investigate ingredients, evaluate existing products, develop skills which leads to them producing a final project such sandwiches, salad, puppets, moving cards, Greek meal for parents etc. • RE themes are planned around key questions which culminate in an overall enquiry question such as 'Why do people pray?' • Art, techniques are taught and practiced, examples of real artists using these techniques are explored and final pieces created bringing all the disciplinary and substantive knowledge together – for example colour mixing and painting techniques taught across phase 2, which culminated in an art gallery for parents to see the collection of 'Great Fire of London' paintings.

2. Are we teaching the right things?

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
2.1 Depth of learning		
2.1.1 Do your plans simply reiterate National Curriculum objectives (or equivalent), or take them too literally, without expanding on them? (E.g. where the curriculum tells you simply to 'list' or 'state' something)	No	The school has spent a long time mapping out the National Curriculum expectations to suit the school's distinct phase structure. The ELG/NC have been teased out and mapped out with clear knowledge and skill expectations for each phase and year group. Key 'sticky' knowledge has been identified on knowledge organisers. We have unpicked the EYFS framework and NC and deepened the skills and knowledge further. There is evidence of clear tailoring to suit the needs of the school and its community.
2.1.2 Is learning limited only to the National Curriculum bullet point (or equivalent) allocated to a specific year group? (E.g. are you taking a tick-box approach to make sure content meets the objectives, instead of making sure pupils understand the concept and can apply it in the future?)	No	Progression plans widen curriculum content to ensure full concept understanding. Concepts are regularly revisited and deepened. E.g. in geography curriculum, the focus on knowledge starts with local area and expands as children move through school to include wider world. In history, children move from their knowledge of recent memory into more distant periods and eras.
2.1.3 Is your coverage of the National Curriculum (or equivalent) at risk of overshadowing depth?	No	<p>'Sticky knowledge', end points and concepts are emphasized within planning (e.g. MTP simplify the key objectives which need to be covered within a specific topic). By focusing on recurring larger concepts (within our LTP), children deepen their understand of important larger concepts over time.</p> <ul style="list-style-type: none"> History and geography topics are planned to explore in depth key concepts which are revisited across topics, year groups and phases (e.g. trade, religion) and 'big' questions are explored such as "Why did the Great Fire of London Spread so quickly and so far?" and "Why is Egypt a popular place to visit?" "Sticky knowledge" is re-enforced and revisited in lesson starters, end of unit quizzes and University Challenge across the wider curriculum.
2.2 Breadth and balance		
2.2.1 Are your units of work fully representative of the knowledge, skills and understanding required by the National Curriculum (or equivalent)? (E.g. studying Boudicca isn't sufficient to satisfy the requirement to study 'the Roman invasion on Britain')	Yes	All planning is based around at least the expectations of the EYFS Framework/National Curriculum and are centered on the knowledge, skills and understanding identified in our curriculum progression plans. Staff have expanded many of the areas of the National Curriculum to deepen children's understanding even further.

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
<p>2.2.2 Are pupils able to build links between elements of learning? (E.g. if you're teaching persuasive writing in English, you could also add an element of it in history – for example, by having pupils write a letter persuading Henry VIII not to split away from the Roman Catholic church)</p>	Yes	<p>Writing genres are clearly outlined for each topic and across the 7 year curriculum journey. Recording of the topic work lends itself to cross-curricular work, especially writing (Book Art). There is clear evidence of cross curricular oracy, writing and reading across the school – all linked to phases' topics. Structuring the curriculum around topics/themes helps to promote cross-curricular links.</p> <ul style="list-style-type: none"> • Biography of Hapshepsut linked to the Egypt topic • Chronological reports across the curriculum e.g. life cycles in Science • Computing skills used to reinforce learning in other subjects e.g. plant life cycle animation, fertilization animation, • Guided reading from Year 3 is designed to support and enrich the wider curriculum. Texts are history/geography/art/RE/Science/DT based
<p>2.2.3 Do you choose your content from a range of contexts and options? (E.g. fiction texts, international artists, historical time periods, different authors, opportunities to apply mathematical knowledge)</p>	Yes	<p>Long Term Planning and progression plans identify diversity opportunities, texts (different genres), time periods (history), artists (art), local links. Mathematics cross-curricular learning is highly visible in subjects such as science, D&T and computing. Diversity is one of our five 'golden threads' within the curriculum.</p>
<p>2.2.4 Do you give pupils enough opportunities to:</p> <ul style="list-style-type: none"> • Read around the subject? • Have first-hand experiences? • Study topics from a number of angles? • Develop a range of skills? • Cover the necessary processes expected in that subject? 	Yes	<p>Guided reading planning – linked to topic and theme. Class novel – often linked to topic/theme. Weekly 'Book Cooks' in EYFS – linked to topic or certain aspect of curriculum. Enrichment passport – wealth of visits and visitors. Outdoor learning to reinforce studies.</p>
<p>2.2.5 The National Curriculum is the minimum entitlement for pupils. Does your curriculum go beyond that in terms of breadth and balance?</p>	Yes	<p>Diversity - Suffrage, BLM, Islamic explorers, female inventors and scientists Experiences – Enrichment passport / outdoor learning / forest school Literature – Books, poetry all linked well to all aspects of curriculum Vocabulary – high levels of advanced vocabulary taught and embedded Knowledge – children secure outstanding knowledge across all subject areas Standards reached could judged 'exceptional' – music, PE/dance</p>

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
2.3 Cognitive challenge		
2.3.1 Do your plans take into account pupils' prior knowledge and understanding?	Yes	<p>Prior knowledge and understanding is identified in planning. Progression maps and topics have been designed to build upon prior knowledge with clear threads/concepts that run through the years.</p> <p>Quizzes/mini knowledge tests at start of lessons/topics.</p> <p>EAL and high pupil mobility poses issues with this aspect of the curriculum. Baseline assessments are crucial at this school for checking whether children know the fundamental prior knowledge or not before carrying on with new content. All new starters are assessed on entry to check they can read an age appropriate text fluently. If not they complete the Little Wandle Placement Document.</p> <p>Progression maps clearly allow teachers to track forward and back, depending on need of children.</p> <p>In Phase 1 and Year 2 (term 1) six-weekly assessments check children's knowledge of GPCs and automaticity when reading. Phonics lessons and interventions are planned in response to need.</p> <p>Topics and science are planned to build on previous learning, taught in previous years e.g. electricity in Y3 then in Y6, Romans in Phase 2 leading into Anglo-Saxons in Phase 3.</p> <p>Power Maths units include an introductory session which highlights and reinforces previous learning and vocabulary allowing staff to assess and prepare children for the unit.</p>
2.3.2 Do you give opportunities for pupils to apply skills and knowledge to complex and sometimes multi-disciplinary problems?	Yes	<p>Projects – ROAR project, Hedgehog Friendly Award, RSPB Big School's Bird Watch, Arts Award in Phases 2 (Shakespeare focus) and 3. See Personal Development Overview for more examples.</p> <p>'Book Art' is multi-disciplinary and is our newer way of recording thematic learning done through topics and other areas of the curriculum.</p> <p>LEGO coding challenge</p> <p>Phase shows – music, dance, oracy, drama</p> <p>Child initiated projects through continuous provision in Phase 1</p> <p>Forest schools sessions encourage the use of many skills from across the curriculum</p>
2.3.3 Does your curriculum have the right balance of skills and knowledge to make it deep and cognitively challenging?	Yes	<p>Planning and progression documents have clearly identified a balance between skills and knowledge. Topics are interesting, engaging and challenging. A staff focus on promoting disciplinary knowledge has improved the teaching of skills further.</p>

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
2.4 National Curriculum coverage (where applicable)		
2.4.1 Does your curriculum have full coverage of the National Curriculum?	Yes	N/A
2.4.2 Have you included non-statutory curriculum guidance – such as the intent, aims and purpose of study – in your plans?	Yes	N/A
2.5 Enjoyment and engagement		
2.5.1 Would you like to be a pupil in your subject (at any unit of work or year group)?	Yes	<p>This is a strength of the school. Staff are deeply committed to planning engaging and enjoyable experiences for their children. Medium term planning identifies exciting and engaging learning activities (which children remember).</p> <p>Examples: visits, visitors (Enrichment Passport), enrichment days and weeks, outdoor learning, dance, drama, the Arts. See Personal Development overview.</p>
2.6 Ambition		
2.6.1 Are there perceived limitations in what your pupils can achieve?	No	<ul style="list-style-type: none"> • High expectations of presentation in recorded work • All children have access to music lessons and all children from Y2 upwards learn a number of musical instruments • Little Wandle ensures that all children reach a good level of fluency in reading • Whole class delivery of subjects ensures all children have the same opportunities to achieve • Continuous provision in Phase 1 allows all children to access all types of activities and learning at all levels
2.6.2 Does your curriculum enable pupils to create work that allows them to reach a high standard? Is there enough time for them to redraft, fail, have partially successful attempts and build their skills?	Yes	<p>Use of chrome books and Google suite to regularly update and edit work.</p> <p>Growth mindset approach to teaching – teaching resilience.</p>

3. Are our choices based on a strong rationale?

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
3.1 Alignment with vision and values		
3.1.1 Are your units of work and your long and medium-term plans associated with your school's vision? (E.g. if your vision emphasises 'exploration', does geography emphasise fieldwork? If your vision emphasises 'diversity', does geography emphasise human geography?)	Yes	<p>Our curriculum has 5 golden threads that run throughout our curriculum – literature, experiences, knowledge, diversity and vocabulary.</p> <p>Challenging – we strive "to be the best we can be". High aspirations for all.</p> <p>Creative – The Arts is highly valued at the school (Arts Mark Award/Arts Award)</p> <p>Diverse – diversity is clearly mapped out within planning (values section on LTP and within progression plans) Geography plans have clear links to the global dimension/diversity of our school and its community. Local area/history is reflected.</p> <p>Happy – Enrichment Passport, outdoor learning opportunities, importance of 'Play' in Phase I</p> <p>Safe – safeguarding underpins everything we do. THE most important thing in the school.</p>
3.1.2 Do you take into account your school's vision when making curriculum decisions? (E.g. allocating time and resources, emphasising particular elements, and making choices about what to teach)	Yes	Outdoor learning runs all the way through the school. The Arts are given dedicated timetable time. Specialist teachers to support the teaching of the wider curriculum (MFL, dance, drama, music, computing, PE).
3.2 Contextual considerations		
3.2.1 Does your curriculum address gaps that pupils in your context are likely to have? (E.g. English as an additional language, lack of cultural capital, etc.)	Yes	The school is highly experienced in supporting children with EAL and high mobility (EAL support, Little Troopers, ELSA, SEMH). Enrichment passport provides a commitment to all children – including those disadvantaged – to experience outstanding cultural capital. Extra-curricular activities and opportunities are open to all (PPG get free music tuition via Music Hub, free visits and £100 vouchers for after-school clubs).
3.2.2 Does your curriculum take into account the context of the community you serve?	Yes	University background – families value importance of play and free choice in earlier years of education (our Phase I approach). Most families do not place too much focus on government testing (prefer to focus on enriched educational experience and wider curriculum). Diversity is highly valued and promoted within the community and is central to our curriculum. Forces families appreciate the additional support put in place for service children. Adoption-friendly practices (attachment friendly behavior policy).

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
<p>3.2.3 Whether you deliver the National Curriculum or another curriculum, do you adjust the following aspects to suit your pupils' needs?</p> <ul style="list-style-type: none"> • Learning contexts • Your approach to developing knowledge and skills • Which aspects of the curriculum you emphasise (through time allocation etc.) 	Yes	
3.3 Subject and pedagogical knowledge and communication		
3.3.1 Do you have clear subject leader roles?	Yes	<p>All staff have subject leader roles, time is given for subject development (pupil voice, SOAP, book scrutiny)</p> <p>Little Wandle coaching</p> <p>Transforming School's Reading Culture Course completed by reading leads</p>
3.3.2 Are subject leaders supported to do their jobs effectively? (E.g. through mentoring, funding, regular meetings, training, support for monitoring activities)	Yes	<p>Very well resourced (all requests for resources have been honored). Topic boxes created over time. Range of relevant literature acquired.</p> <p>SOAPS including pupil voice etc. firmly embedded (fifth year of robust subject monitoring).</p> <p>Subject coordinators regularly feedback directly to governors and get release time as and when required.</p> <p>Staff CPD training cover the full breadth of the curriculum.</p> <p>Excellent induction processes in place for new staff.</p> <p>Further opportunities for mentoring colleagues within class (modelling exemplary teaching)</p>
3.3.3 Do staff understand what makes something cognitively more challenging? Can they explain the cognitive challenge in a unit of work?	Yes	<p>2022/23 school development priority linked to metacognition and learning theory. Walkthrus. Several staff have trained in this area (RC – NPQSL, MMc – NPQTL, LH – NPQML, JJ – Early Excellence, AS - NPQEY).</p>
3.3.4 Can staff talk confidently about the pedagogical content knowledge that aids successful delivery of the curriculum?	Yes	See above
3.3.5 Can staff explain how they're achieving breadth and why they've chosen certain content?	Yes	All staff can articulate curriculum journey and design. There is a common language across the school.

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
3.3.6 Can staff explain how the curriculum is personalised to the needs of your school and its pupils?	Yes	Staff are confident in articulating the values and ethos of the school and its curriculum. They are skilled in understanding (and articulating) the needs of individual pupils, including those with SEND, SEMH, PPG Forces, EAL etc.
3.3.7 Can staff articulate your school's vision, mission and values? Do they agree with them?	Yes	
3.3.8 Can staff explain how the curriculum is aligned to your school's vision, mission and values?	Yes	
3.3.9 Can staff explain the common gaps in skills, knowledge and understanding that pupils have when they come to your school?	Yes	Due to high mobility and EAL, this is a real challenge but equally areas of expertise for our staff. We have worked on 'Assessment across the Curriculum' in recent years, detailing how we assess formatively and summatively.
3.4 Pupil assessment		
3.4.1 Does assessment information feed into short-term and medium-term planning?	Yes	<p>For the core subjects, assessment for learning practices are firmly embedded. Gaps are identified precisely in the core subjects and lessons/interventions planned appropriately. In foundation subjects and RE, we have worked on refining and agreeing the key knowledge, vocabulary and understanding required for each topic and year group. These are identified within short and medium term planning.</p> <p>Regular lesson starters and quick quizzes across the subjects identify gaps in learning. Teachers revisit and reinforce learning based on their assessments.</p> <p>End of unit quizzes are carried out after the 'forgetting curve' gap to ensure sticky knowledge is embedded. Recapping previous learning is common practice across all subjects</p>
3.4.2 Do the knowledge, skills and understanding for your curriculum offer the right pitch and challenge for the year group?	Yes	See progression plan documents. All year group expectations are laid out and are at least in line with National Curriculum expectations.
3.4.3 Do you assess wider, non-subject specific skills? (E.g. oracy)	Yes	Behaviors for learning are subjectively assessed regularly by staff and reported to parents/carers. Oracy progression plans have been in place since 2022. Oracy became a core development priority for 2023/24.
3.4.4 Can staff articulate the expectations of end-of-Key-Stage assessments?	Yes	

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
3.4.5 Does learning build towards end-of-Key-Stage assessments?	Yes	Clearly identified 'end goals' for each of the school's unique phases – which link into Key Stages. Annual summative assessments are also made for each subject area. (twice a year for core subjects).
3.4.6 Is your curriculum challenging enough and does it take into account pupils' knowledge, skills and understanding?	Yes	Our planning around enquiry questions in subjects allows for children to bring their own previous knowledge, skills and understanding to the learning as well as creating opportunity for wider research to extend this.
3.4.7 Do staff use their knowledge of what pupils already know and understand to pitch the curriculum plan at the right level?	Yes	2022/23 – school development priority linked to assessment. Assessment of Learning is now firmly embedded in all subjects. In Phase 1, Little Wandle have 6-weekly whole class assessments. All children in Phase 1, receiving interventions are assessed 3-weekly. All children in Phases 2 and 3 on rapid catch up are assessed 4-weekly. This allows for precise teaching and interventions to take place.
3.4.8 Do you use assessment to identify curriculum areas that need strengthening?	Yes	SOAPs and subjects on a page give a real insight into which curriculum subjects are stronger than others. This process includes pupil voice.
3.4.9 Is assessment measured and not excessive or onerous? Is everyone clear why they're doing assessments?	Yes	2 data captures in core subjects each year. 1 data capture in foundation subject. No onerous paperwork or expectations in terms of marking. Regular mini 'quizzes' are used alongside other means to formative and summatively assess.

4. Does the way we sequence topics maximise pupil progress?

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
4.1 Sequencing and rationale		
4.1.1 Do you know why units of work have been allocated to a specific year group? (E.g. allocating some units to later year groups because they cover complex concepts and require lots of background knowledge)	Yes	<p>Examples include the Phase 2 (Y2/3) 'Romans' topic is in the summer term as opposed to the autumn term so that Y2 have the necessary historical skills before accessing the topic (they will have covered Great Fire of London earlier in the year).</p> <p>Phase 1 School topic explores our school and their experience of school and pre-school, the immediate physical environment – modern/old fashioned</p> <p>Phase 2 Schools now and then – school now, parents and grandparents experience</p> <p>Phase 3 Heslington Past and Present – Victorian schools and how and why schools were started, key differences</p> <p>Phase 1 – countries and capital cities of the UK and geographical vocabulary</p> <p>Phase 2 – continents and the hemispheres</p> <p>Phase 3 – lines of longitude and latitude, time zones and biomes</p>
4.1.2 Do you know why units of work are organised the way they are?	Yes	<p>Topics are planned on a 2-year cycle for Phases 1 and 2 and a 3-year cycle for Phase 3. This has been done:</p> <ul style="list-style-type: none"> • To facilitate team planning and phase leadership of planning (which increases expectation and consistency). • Opportunities for shared experiences and learning (e.g. trips and shared resources). • To promote higher expectations across classes within a phase (element of shared ownership of outcomes). • Better understanding of progression of skills and knowledge within a phase (e.g. in Phase 3, staff can clearly identify three clear progressive steps in skills for Y4/5/6 and plan appropriately for a greater range of abilities). This has been particularly useful for cohorts with large number of EAL and or mobility. <p>Some subjects are planned by year group only/taught discretely (e.g. mathematics, RE, science, PSHE, MFL, PE, music) as opposed to phase. This has been mostly because we follow certain schemes or syllabuses in these subjects or these are taught more discretely and/or by specialist instructors.</p>

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
4.2 Horizontal sequencing – order of units within a year group or phase		
4.2.1 Does your topic sequencing help pupils learn new knowledge or skills? Are pupils able to understand the knowledge and skills in each unit based on what they've been taught before?	Yes	<p>Phase 1 topics have been planned carefully to match young children's self awareness and development of bigger concepts. For example, the autumn term topic for EY/Y1 always starts with personal experiences of their lives or them as young children (e.g. Schools/Toys). This then progresses to thinking about other people and close locality in the spring term (e.g. Heroes/Adventures) and then onto a wider world focus in the summer term (Journeys/Our World).</p> <p>Phase 2 topics widen concepts as the terms progress (e.g. in history). For example, studying significant events or people (Weather/Explorers), moving on to historical period over a short time/recent memory (Great Fire of London/School Now and Then) and in the summer term covering more in-depth longer time periods (Romans/On The Move).</p> <p>Phase 3 topics are planned to start locally and work out throughout the year or further back in history (rivers – a local study, WWII, Ancient Greece)</p>
4.2.2 Are you teaching concepts in a logical order? (E.g. in maths you might want to start with a unit focusing on place value before moving on to other concepts)	Yes	<p>Power Maths scheme really helps for clear logical progression in mathematics. See above for examples of logical ordering of concepts in topics.</p> <p>In History, the younger children are taught to identify difference before similarities as this concept is easier for them to grasp.</p>
4.2.3 Do you revisit and reinforce existing learning, knowledge or skills?	Yes	<p>In core subjects, this is done regularly (e.g. in Power Maths, the structure of the planning has a introductory lesson with recap lessons prior learning, Little Wandle has recap as a feature, our spelling programme has a recap). All lessons start with recapping and reviewing to assess whether next content can be delivered.</p>
4.2.4 Does your sequencing of lessons enable more cognitively challenging activities based on previous learning?	Yes	<p>Big Write writing cycle – builds up to a final piece (shared reading, editing, shared writing, drafting and refining etc).</p> <p>Power Maths – builds up to challenge tasks (more reasoning, open-ended activities), “I do, we do, you do”</p>

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
<p>4.2.5 Do you allocate enough time to particular units of work to allow pupils to:</p> <ul style="list-style-type: none"> ➤ Achieve a quality end product? ➤ Achieve breadth and depth? ➤ Achieve a full understanding of a topic? ➤ Demonstrate excellence? 	Yes	A variety of approaches e.g. set timetabled times for music, PE, dance, computing, MFL, science, RE and PSHE. Enrichment/project days for some subjects such as in art or D/T.
4.3 Vertical sequencing – order of units from Early Years Foundation Stage to year 6		
4.3.1 Does your topic sequencing help pupils learn new knowledge or skills? Are pupils able to understand the knowledge and skills in each unit based on what they've been taught before?	Yes	<p>All topics have been appropriately planned for their phases in an age-appropriate way and to help them build upon prior knowledge and skills. The phase approach to topic planning enables the school to best fit the curriculum to where children usually are in their brain and cognitive development. Phases 1 and 2 cover two normal Key Stages (e.g. Phase 1 – EYFS/KS1, Phase 2 – KS1/LKS2). Topics have been carefully selected based on the age of the children (e.g. The Romans topic is planned for the summer term of Phase 2, as opposed to Phase 3, because out of all of the ancient civilizations within the NC, Romans was more accessible due to the school's locality and opportunities for concrete experiences).</p> <p>Progression documents clearly identify the steps for each year group, as outlined. These are our expectations of what children should remember and be able to do at each year group.</p>
4.3.2 Are you teaching concepts in a logical order?	Yes	<p>In RE,</p> <p>EY – Special people and special places</p> <p>Y1 – What does it mean to belong to a faith community?</p> <p>Y2 – Why do we have celebrations?</p> <p>Y4 – The importance of festivals.</p> <p>Y5 – If God is everywhere, why go to a place of worship?</p> <p>PSHE – Jigsaw, whole school topics with weekly lessons that build skills and knowledge e.g helping others, looking wider as they go through school.</p>
4.3.3 Do you revisit and reinforce existing learning, knowledge or skills?	Yes	
4.4 Diagonal sequencing – links between subjects to support later learning		

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
4.4.1 Are you promoting deeper pupil learning by making links across subjects and time? (E.g. teaching decimals in maths before collecting first-hand data in geography)	Yes	Examples include: Phase 1 learn about London as the capital of England which supports learning in Phase 2 on The Great Fire of London and the Romans. This supports Phase 3 learning on democracy when visiting London and in WWII and Victorian topics.
4.5 Links across subjects that are taught at the same time		
4.5.1 Do you teach similar or linked content across subjects at the same time? This is particularly useful in the early years. (E.g. studying 'oceans' in geography, an explorer in history, and seafaring adventures in English)	Yes	<p>Examples include: Guided reading texts to support science, history, geography, RE, art, DT ... (</p> <p>Class books to reinforce topic e.g. Beowulf during Anglo Saxon topic, Katie in London and The Queen's Handbag for geography focus on UK/London, Lila and the Secret of Rain linked to weather</p> <p>Roman busts in art in Phase 2</p> <p>Canopic jars in art in Phase 3 in Egypt topic</p> <p>World War II vehicles in DT</p> <p>Writing across the curriculum – persuasive writing genre – holiday brochure for Egypt (geography)</p>
4.5.2 Are any of these links weak or contrived, leading to weakened subject rigour and superficial learning/lack of depth?	No	We have been really careful in how we plan the topic based curriculum. The heart of the curriculum is the progression documents and the identified skills and knowledge required within each phase and for each subject. Where some subject areas, such as science, require more discrete teaching (to avoid contrived links), we have made the decision to teach these separately.
4.5.3 Examine the links you've made across subjects. Would it make more sense to teach any units after a corresponding unit in another subject, rather than at the same time, to improve pupils' background knowledge? (See 'diagonal sequencing', above)	We already do this	<p>Example: In Year 1, position and direction in maths is taught later than the PM sequence to facilitate practical work in outdoor work and to build on previous learning about compass directions in geography.</p> <p>In Year 2 we learn investigate maps of London over time, before we learn about the Great Fire of London. This means that children have a good understanding of the geography of the City of London.</p>
4.6 Timetable and delivery model		
4.6.1 Have you allocated enough time to particular units or topics to make sure they're broad and deep enough?	Yes	Power Maths and Little Wandle are adhered to with fidelity so that the appropriate time is allocated to particular units and concepts.

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
<p>4.6.2 If you're delivering through a topic-based approach, does your subject get a sufficient amount of time for pupils to acquire the knowledge, skills and understanding they need to from the subject?</p>	<p>Yes</p>	<p>Our Medium Term topic planning is based on our progression documents to ensure that pupils acquire the knowledge, skills and understanding required in all subjects. We balance topic work with the requirements of each subject within our curriculum.</p> <p>For example, when planning DT, teachers looks first at the DT progression document and unit planning to ensure disciplinary skills and knowledge are covered and then link it to the topic if applicable. This would always be a secondary consideration.</p>

5. Is your curriculum accessible to all?

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
<p>5.1.1 Does your curriculum remove gaps and barriers to learning? (E.g. limited vocabulary, poor background knowledge, phonics knowledge, reading fluency, difficulty expressing ideas and thoughts in writing or fluency in maths)?</p> <p>You could be doing this by:</p> <ul style="list-style-type: none"> ➤ Providing extra scaffolding ➤ Sequencing learning differently ➤ Providing opportunities to revisit and embed skills and knowledge – this is particularly useful for pupils with SEN or disabilities ➤ Personalising or adapting the curriculum ➤ Adapting methods of assessing knowledge and skills ➤ Changing how you use assessment information ➤ Focusing on subject-specific oracy skills – this is particularly useful for pupils with English as an additional language 	<p>Yes</p>	<p>Quality first teaching approach ensures all children are taught with high expectations. We take the requirements for our highest needs when planning. What works for pupils with the highest needs works for all. For example, using concrete approaches in maths before moving onto pictorial and abstract approaches.</p> <p>Little Wandle – all pupils receive LW phonics interventions as soon as they start to fall behind. This is based on teachers’ formative and summative assessment. For example, children in EY who are not blending by autumn half term will receive extra blending practice. For children with SEND, we use LW SEN planning and adapt it to the suit the individual child.</p> <p>We have introduced LW Fluency this year for all children in KS2 who are not able to read with age appropriate fluency. This has had a significant impact.</p> <p>Planning for Power Maths highlights potential gaps and barriers in each lesson and how to support children in these areas. The direct teaching is planned to support all children through the concrete, pictorial and abstract stages. Same day interventions are common practice across school.</p> <p>Vocabulary is one of our five golden threads running through our curriculum. Key vocab is planned for in all subjects and is taught systemically throughout the unit / topic. Vocab Ninja approach is used throughout school to ensure all children are introduced to new vocabulary. We use sentence stems to support children’s responses in the wider curriculum.</p> <p>Background knowledge – progression maps highlight knowledge needed to learning the new topic, work is scaffolded to ensure children are not disadvantaged by their literacy skills in the wider curriculum. Opportunities to revisit and embed skills and knowledge are common practice for all children. Pupils with SEN are given extra opportunities to revisit and embed.</p> <p>Use of the SEN Hub to ensure personalized delivery of curriculum content to suit the individual requirements of our highest needs pupils. The curriculum for these pupils is very carefully personalized and adapted to meet their individual needs. For example, FW has learned about Romans in Britain but has not covered all non-statutory aspects of the topic to enable him to consolidate and embed the concept of past, present and invasion.</p>

QUESTION	YES/NO	COMMENTS OR NEXT STEPS
5.1.2 Does your curriculum develop the knowledge, skills and abilities of pupils with SEN or disabilities? Does it enable them to apply what they know and can do with increasing fluency and independence?	Yes	See above
5.1.3 For pupils following a personalised curriculum: <ul style="list-style-type: none"> › Is it sufficiently ambitious? › Is it high quality and well-rounded, and are pupils making progress? › Are there effective links between different members of staff delivering it? › Are the members of staff delivering it skilled and knowledgeable, leading to good progress? 	Yes	Provision in SEN Hub is planned by teachers. For example the English planning follows a colourful semantics approach. All phonics is assessed and planned by the Early Reading Lead. Pre teaching in maths for Y1 children is in line with Power Maths. Interventions include fine motor skills, speech, PE and social skills. Pupils are making good progress.
5.1.4 Do you provide equal opportunities to pupil groups in terms of: <ul style="list-style-type: none"> › Topics studied › Experiences offered? 	Yes	All pupils are taught all topics. Pupils who access the SEN Hub in the morning are in class in the afternoon and join in these lessons with support and adaptations. All pupils take part in all visits and visitors; Disadvantaged pupils are prioritized and receive funded places (see above).
5.1.5 Does the curriculum add to pupils' cultural capital? (For example, are pupil groups who may not access outside clubs and activities supported to do so through school, through music lessons, theatre visits, etc.?)	Yes	Clubs – see above Blue House bookshop visits Tutoring Enrichment passport